

Reading to Do

Creating Documents That Lead to Actions

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A Failure to Communicate?

- Who needs to use standards, specifications and guidelines ?
 - How well do we understand the needs and goals of the audience..or even how we identify the target audience at all
- Standards appear legalistic or restrictive rather than helpful in taking action
 - How do we create documents that can be read effectively
- Guidelines may address too broad an audience or not address specific business contexts
 - How can we create documents that actually help people create better web sites.

Getting Started: Making a Web Site Accessible - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites History Print

Address http://www.w3.org/WAI/gettingstarted/ Go Links

Getting Started: Making a Web Site Accessible

An initial introduction to resources for people new to Web accessibility (see [translations](#) of this page)

Why Web accessibility is needed

- **Scenarios** describing Web accessibility: [How People with Disabilities Use the Web](#)
- **Benefits** of Web site accessibility for businesses: [Business Benefits of Accessible Web Design](#)

What makes a Web site accessible

- **Key concepts** of Web accessibility: [Quick Tips for Accessible Web Sites](#) [[translations](#)]
- **Examples** of accessible design: [Examples: Web Content Accessibility Curriculum](#)
- **Checklist** for Web sites: [Checklist for Web Content Accessibility Guidelines 1.0 \(WCAG 1.0\)](#)
- **Frequently Asked Questions** on guidelines: [FAQ for Web Content Accessibility Guidelines 1.0](#)

Evaluating Web sites for accessibility

Done Internet

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Whose goals?

- The writer wants to create an accurate, comprehensive and definitive body of information
- The readers want quick, simple answers to their questions

I just want to know how to make this do what I need, so I can get on with my work



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Reading to do

“ ...users of software and hardware are action oriented, focused on tasks, and seldom in a study mode... Much of the time, however, users only want to do their own work. They want to get in, grab the relevant information, and get out and back to their work as quickly as possible. ”

Redish, “Minimalism in Technical Communication” in Minimalism Beyond the Nurnberg Funnel

Minimalism

- Emerged in the 1980s from studying how people learned to use software
- Influenced by new ideas of iterative prototyping and development
- Identified parallels between design and learning processes
- Emphasizes
 - Getting learners started quickly, using real tasks as the basis for learning
 - Close tie between documentation and product
 - Modular chunks of information

Carroll, The Nurnberg Funnel: Designing minimalist instruction for practical computer skill, 1990

Carroll, ed. Beyond the Nurnberg Funnel, 1998

Four Principles of Minimalism

- Choose an action-oriented approach
 - Provide an immediate opportunity to act
 - Encourage and support exploration and innovation
 - Respect the integrity of the user's activity
- Anchor the tool in the task domain
 - Components of instruction should reflect the task structure
- Support error recognition and recovery
- Supporting reading to do, study and locate
 - Be brief; don't spell out everything
 - Provide closure for chapters

Van der Meij and Carroll, "Principles and Heuristics for Designing Minimalist Instruction" in [Minimalism Beyond the Nurnberg Funnel, p21](#)

Performance Support Systems

- "An electronic system that directly supports a worker's performance when, how and where the support is needed" - Barry Raybould
- Originally focused on reducing training time, and making organizations be more flexible
- Advocates a user-centered approach to task definition to match how users think about the job
- Advocates a minimalist approach to providing information
- May be integrated into an application, linked to it, or stand-alone

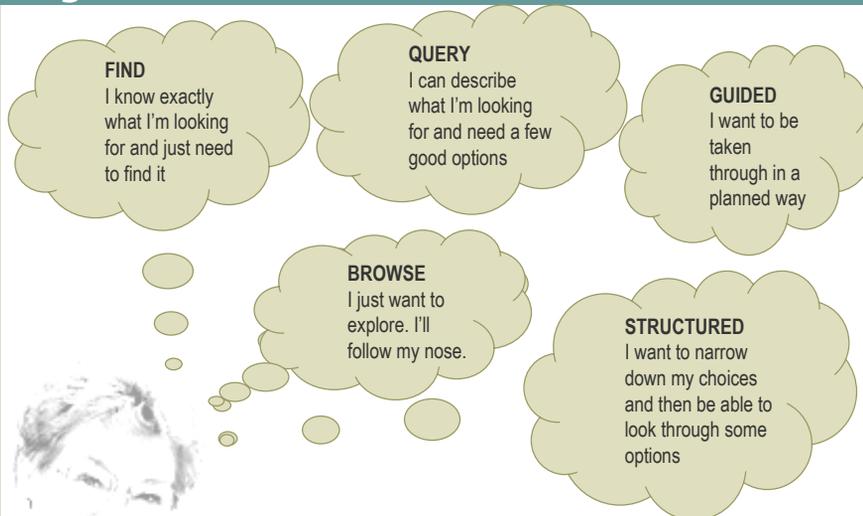
Technical Communication, November 2002, Vol 49, No 4 is a special issues on EPSS

Documentation Heuristics

- Support for different users
- Support for different methods of finding information
- Task orientation
- Aid in trouble shooting
- Provide help in using documentation
- Match between documentation and the real world
- Match between documentation and the product
- Use consistent language
- Effective information design
- Clear purpose and appropriate format

From Purho, Vesa, "Heuristics Inspections for Documentation" Usability Interface, Vol 6 No. 4, April 2000

Finding Information



Quesenberry, "On Beyond Help – User Assistance and the User Interface" in Technical Communication, STC. April 2001. <http://www.wqusability.com/publications.html>

What's in it for Me?

Users	What can I expect from a site? How will it make my life easier?
Site Owner	What do people expect from my site? What are the legal requirements? Will this standard make life easier?
Business Owner	Will more people come to my site? How will this help me meet my business goals?
Designers	Will this restrict my creativity in designing the interaction, presentation or information architecture? How will it make my life easier?
Developers/ Technology	What will this make possible that I cannot do now? How will it make my life easier?
Tool Developer	What capabilities or standards should be part of my software tool?

The screenshot shows the W3C website in Microsoft Internet Explorer. The browser's address bar shows 'http://www.w3.org/'. The page features the W3C logo and the tagline 'Leading the Web to its Full Potential...'. A navigation bar includes links for 'Activities', 'Technical Reports', 'Site Index', 'New Visitors', 'About W3C', and 'Join W3C'. The main content area displays a news article titled 'User Agent Accessibility Guidelines Become a W3C Proposed Recommendation', dated 17 October 2002. The article text reads: '17 October 2002: W3C is pleased to announce the advancement of User Agent Accessibility Guidelines 1.0 to Proposed Recommendation. Comments are welcome through 14 November. Written for developers of user agents, the...'. On the right side of the page, there is a 'W3C A to Z' navigation menu listing various W3C technologies and standards, including Accessibility, Amaya, Annotea, CC/PP, CSS, CSS Validator, Device Independence, DOM, HTML, HTML Tidy, HTML Validator, HTTP, Internationalization, Jigsaw, Libwww, MathML, Multimedial Interaction, Patent Policy, PICS, PNG, Privacy and P3P, Quality Assurance (QA), RDF, Semantic Web, SMIL, and SOAP/XMLP. The browser's status bar at the bottom shows 'Done' and 'Internet Explorer'.

Effective information design

- Create a conversation with the reader
 - Make headings reflect the reader's point of view, not the structure of the information
 - Suggest actions - verbs not nouns
 - Construct headings as questions
 - Put links where they will be used
 - Identify the next step in the search for information
 - Make connections between content explicit

Writing for the web

- Forget what your high school teacher taught you
 - Get out of prose mode
 - Use as few words as possible
 - Short sentences. Short paragraphs
 - Think about coherent topics, not books

Make the information visual

- Use the layout and presentation of the information to enhance readability
 - Use lists and tables to
 - make the page easier to scan
 - group key concepts
 - separate lists of items
 - show relationships or comparisons

WISHA Core Rules

The screenshot shows the 'Introduction' page of the WISHA Safety & Health Core Rules website. The page title is 'WISHA Safety & Health Core Rules' and the URL is 'http://www.lni.wa.gov/wisha/corerules/HTML/296-800-100.htm'. The page includes a search bar, navigation links (Home, Contacts, Index, Resources, Contact Us), and a section titled 'Introduction' with the sub-heading 'WAC 296-800-100'. The text describes the purpose of the core rules and includes a 'Note' and a section titled 'Why does workplace safety and health matter to you?' with a paragraph of text.

www.lni.wa.gov/wisha/corerules/

The screenshot shows the 'WAC 296-800-29015' section of the WISHA Core Rules website. The page title is 'WAC 296-800-29015' and the URL is 'http://www.lni.wa.gov/wisha/corerules/HTML/296-800-290.htm#296-800-29005'. The page includes a search bar, navigation links (Home, Contacts, Index, Resources, Contact Us), and a section titled 'WAC 296-800-29015' with the sub-heading 'Use your portable metal ladders safely'. The page includes a 'You must:' section with two numbered items and a section titled 'Examples of Securing the Ladder Base' with three diagrams and a table.

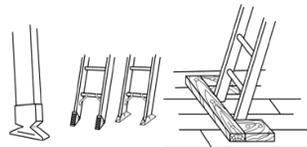
WAC 296-800-29015

Use your portable metal ladders safely

You must:

- (1) Use metal ladders only for their intended purpose.
- (2) Make sure the base section of the portable metal ladder has secure footing.

Examples of Securing the Ladder Base



Rubber Safety Feet	Spikes	Cleats Nailed to the Floor
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- (3) Make sure both rails are supported at the top, unless the ladder has a single support attachment.

Resources: OSHA/WISHA Rules Comparison - Microsoft Internet Explorer

Address: http://www.lni.wa.gov/wisha/coreules/resources/osha-wisha-comparison.htm

Department of LABOR AND INDUSTRIES

WISHA Safety & Health Core Rules

Search [] Core Rules Home Contents Index Resources Contact Us

OSHA - WISHA Rules Comparison

This list compares WISHA and OSHA requirements.

Safety & Health Core Rules	Code of Federal Regulations
Introduction WAC 296-800-100	None
Employer Responsibilities: Safe Workplace WAC 296-800-110	None
Employee Responsibilities WAC 296-800-120	None
Safety Committees and Safety Meetings WAC 296-800-130	None
Accident Prevention Program WAC 296-800-140	None
First Aid WAC 296-800-150	CFR 1910.151
Personal Protective Equipment (PPE) WAC 296-800-160	Personal Protective Equipment CFR 1910 Subpart I

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Online and printable versions

Basic Electrical Rules - WAC 296-800-200 - Microsoft Internet Explorer

Address: http://www.lni.wa.gov/wisha/coreules/HTML/WAC296-800-200.htm

Department of LABOR AND INDUSTRIES

WISHA Safety & Health Core Rules

Basic Electrical Rules

WAC 296-800-200

Summary

Your Responsibility:
To protect your employees from hazards when working with electrical equipment, tools, and appliances

You must:

Inspect all electrical equipment your employees use to make sure the equipment is safe	WAC 296-800-2005
Make sure all electrical equipment is used for its approved or listed purpose	WAC 296-800-2010
Make sure electrical equipment used or located in wet or damp locations is designed for such use	WAC 296-800-2015
Make sure electrical equipment that is not marked by the manufacturer cannot be used	WAC 296-800-2020
Identify disconnecting means	WAC 296-800-2022
Maintain electrical fittings, boxes, cabinets, and outlets in	

Basic Electrical Rules - WAC 296-800-200 - Microsoft Internet Explorer

Address: http://www.lni.wa.gov/wisha/coreules/PDFs/WAC296-800-200.pdf

Basic Electrical Rules

WAC 296-800-200

Summary

YOUR RESPONSIBILITY:
To protect your employees from hazards when working with electrical equipment, tools, and appliances

You must:

- Inspect all electrical equipment your employees use to make sure the equipment is safe
WAC 296-800-2005..... Page 280-4
- Make sure all electrical equipment is used for its approved or listed purpose
WAC 296-800-2010..... Page 280-5
- Make sure electrical equipment used or located in wet or damp locations is designed for such use
WAC 296-800-2015..... Page 280-6
- Make sure electrical equipment that is not marked by the manufacturer cannot be used
WAC 296-800-2020..... Page 280-7
- Identify disconnecting means
WAC 296-800-2022..... Page 280-8
- Maintain electrical fittings, boxes, cabinets, and outlets in good condition
WAC 296-800-2025..... Page 280-9

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Creating a Context

“You’re not just
building guidelines
but also creating a
process”